

รูปแบบการนำเสนอบทความแนวปฏิบัติที่ดี

ชื่อเรื่อง/แนวปฏิบัติที่ดี

ภาษาไทย...การพัฒนาทักษะการอ่านภาษาอังกฤษผ่านการเรียนรู้แบบผสมผสานเพื่อการเรียนรู้อย่างยั่งยืน.....

ภาษาอังกฤษ..... Developing English Reading Skills Through Blended Learning for Sustainable Learning.....

แผนการจัดการความรู้ ที่ 1. ด้านการเรียนการสอน

ชื่อ-นามสกุล ผู้นำเสนอคนที่ 1อาจารย์ ดร.สนธยา รัตนศักดิ์.....

อาจารย์ประจำสาขาวิชาภาษา คณะศิลปศาสตร์

มหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ sonthaya.r@rmutsb.ac.th

บทสรุป

(สรุปเนื้อหาของ บทความทั้งหมดให้เข้าใจที่มาของการดำเนินงาน วัตถุประสงค์ วิธีดำเนินงานโดยย่อ ผลการดำเนินงาน แนวทางในการนำผลไปปรับใช้ในการปฏิบัติงานและการพัฒนาตนเอง)

This study examined English as a foreign language (EFL) learners' reading comprehension ability through the Internet-based reading resources in a blended language learning environment: the integration of online reading activities into conventional face-to-face reading instructions. Participants were Thai EFL undergraduates divided into a control group and an experimental group. The experimental group self-selected online articles concerning contents of interest to share, read, and discuss on a social network platform, which was particularly created to foster learner-to-learner interactions throughout a 16-week course focusing on reading comprehension. Data on learners' reading comprehension abilities were collected from both a pre- and post-test. Reading comprehension ability was determined via performance based on five reading comprehension strategies, namely (1) finding the main ideas, (2) scanning for specific details, (3) identifying the correct referent to a pronoun, (4) making inferences, and (5) figuring out the meaning of new vocabulary in context. The findings showed that learners in the experimental group performed significantly better than the control group. In addition, scanning for specific details as a reading comprehension strategy effected significant improvement among the other reading comprehension strategies. The findings suggested that a blended learning environment with the use of the Internet-based reading resources could serve to provide a dynamic learning environment to foster EFL learners' reading comprehension.

คำสำคัญ ระบุคำสำคัญ ไม่เกิน 5 คำ ไม่ต้องมีเครื่องหมายคั่นระหว่างคำ

blended learning, ELT instruction, hybrid learning, Internet-based resources, reading comprehension, learner interaction

บทนำ

(เขียนให้กระชับ ชี้ให้เห็นความสำคัญ ประเด็นของเรื่อง ปัญหาของกระบวนการ หรือวิธีการดำเนินงานที่ผ่านมาก่อนที่จะมีการจัดการความรู้ รวมทั้งจุดเริ่มของแนวคิดหรือแรงบันดาลใจในการที่จะนำการจัดการความรู้เข้าไปปรับปรุง พัฒนา และ/หรือ ระบุแนวทางการดำเนินกิจกรรมโดยใช้เครื่องมือการจัดการความรู้)

This study highlights the limitations of face-to-face instructions in classroom settings alone, which might not adequately support the learning of a new language such as English. Such a learning environment with teachers mostly controlling the time for classroom-based activities often leads to students' reliance on their teachers amid learning processes. Therefore, the study proposes the use of a blended learning environment with the integration of online reading activities into conventional face-to-face reading instructions to foster EFL learners' reading comprehension.

It focuses on Thai EFL undergraduates and examines their reading comprehension ability through the Internet-based reading resources in a 16-week course. The data were collected on learners' reading comprehension abilities from both a pre-and post-test and determines their performance based on five reading comprehension strategies, namely finding the main ideas, scanning for specific details, identifying the correct referent to a pronoun, making inferences, and figuring out the meaning of new vocabulary in context.

วิธีการดำเนินงาน

(อธิบายวิธีการ กระบวนการ และแนวทางการดำเนินงาน โดย ระบุและอธิบายการใช้เครื่องมือการจัดการความรู้ (KM tools) รวมทั้งขอบเขตของการดำเนินงานอย่างชัดเจน เพื่อเป็นแนวปฏิบัติที่ดี หากมีผู้อื่นต้องการในลักษณะเดียวกันสามารถอ่านและนำไปเป็นแนวทางปฏิบัติได้ และมีหลักฐานการเผยแพร่แนวปฏิบัติที่ดี)

Research Design

To observe the effects of the current model of blended language learning with the Internet-based reading resources on Thai EFL learners' reading comprehension ability, participants were divided into two groups. The control group was taught via a traditional face-to-face instructional design

with a comprehension-questions approach to teaching EFL reading, focusing on reading skills and strategies. The experimental group was instructed in a blended language learning environment. Both groups were given the same sets of explicit instructions concerning reading comprehension strategies in the face-to-face classroom environment. The experimental group's reading practice was conducted mainly amid the online elements with the Internet-based reading resources in an online discussion group on a community-building social networking platform (Facebook). A pre-/post-test design was employed to allow the researcher to observe the effects of the intervention and draw conclusions by comparing the two groups' performance on their ability to read for comprehension. Accordingly, the two groups were randomly assigned to participate in the two scenarios: blended language learning environment and face-to-face classroom instructions.

The Blend

As Jones and Sharma (2021) states, "blended learning is not the mere sum of its separate and distinct parts, but a seamless integration of reinforcing elements" (p. 44). In this regard, the proportions of the learning modes should not be viewed as a determining factor in blended learning. What is more important is the infusion of technology into pedagogy to create improved learning outcomes in a seamless manner. As shown in Table 1 below, the research participants and instructor spent 60% of the course time meeting face-to-face in classroom settings, and the remaining 40% of time was devoted to collaborative reading activities at participants' own pace of learning online.

The Implementation of Blended Language Learning

The current blended language learning model consists of four stages in the learning cycle, as described below.

Stage 1: Group assignment

After having been trained with each set of face-to-face classroom-based explicit instructions on reading comprehension strategies, five groups of four students were formed. The participants worked collaboratively through each of the following steps and were given the responsibility of leading the discussion on reading articles in the online element of blended language learning.

Stage 2: Selection of the Internet-based reading materials

The participants worked in groups to research their topics of interests. Once they had decided on which articles to read and share with their peers, they were asked to write a short paragraph providing their justification for selecting the articles and why they thought the articles would interest their peers. This preparation step was completed one week prior to the collaborative discussion started to ensure that the reading materials were appropriate for the discussion. It is worth noting that both the control group and the experimental group were trained to use the same target reading strategies, which were the focal concern of this study, while the reading contents may vary.

Stage 3: Online discussion on the reading contents

This step was designed to increase learner-to-learner interactions outside of the classroom. The participants discussed and shared their opinions on the reading contents in the online chat group. This group discussion activity could ensure that the participants took part in the online reading activities prior to the face-to-face discussion taking place in the following in-class session. Meanwhile, the instructor acted as a facilitator in the chat group and occasionally participated in discussions but refrained from correcting the students' language use so as to avoid demotivating the learners whose proficiency appeared to be low.

Stage 4: Face-to-face discussion and instruction

Following the online discussion activities, face-to-face classroom discussion was carried out. The purpose of this was for their peers and instructor to provide feedback and clarify any points the students may have had from the online elements. Each week, a reading exercise or quiz on reading comprehension in relation to the Internet-based reading materials read was given. New reading comprehension strategies are introduced face-to-face, namely,

- (1) finding the main ideas,
- (2) scanning for specific details,
- (3) identifying the correct referent to a pronoun,
- (4) making inferences, and

(5) figuring out the meaning of new vocabulary in context.

This four-stage blended learning cycle was repeated throughout the 16-week course. Participants were subsequently asked to sit the post-test to observe any improvements in their reading ability as determined by their performance on reading comprehension strategies. The pre-/post-test scores were then compared with those of the control group, who had received classroom-based instruction using a comprehension-questions approach to teaching EFL reading, focusing on the five reading strategies in classroom-based settings.

Participants

A total of 40 Thai EFL undergraduate students (age range 19-21, mean age 20), majoring in accounting, voluntarily participated in the study. The students were enrolled in an elective course that focused on English reading comprehension. One of the four campuses of the university, where the research was conducted was randomly chosen, and the samples were two intact groups of students drawn from classes enrolled in the same semester. Their English proficiency appeared to be at the beginner and intermediate levels. Generally speaking, Thai learners of English tend to lack or have little exposure to the use of English outside the classroom since English is usually considered a foreign language, and Thai is the only official language in the country (Chomchuen & Rattanasak, 2018). As a result, they were rarely exposed to English and seemed to lack opportunities to engage in face-to-face interactions with English speakers on a day-to-day basis. Their English learning took place primarily in classroom settings. In this study, the students were divided into a control group (one male, 19 females) and experimental group (two males, 18 females); each consisted of 20 participants.

Research Instruments

To elicit the quantitative data on the efficiency of blended language learning with the Internet-based reading resources, a pre- and post-test were adopted as the main research instruments. The reading comprehension test consists of 40 multiple-choice test items to measure Thai EFL learners' reading comprehension ability as determined by their ability to utilize reading comprehension strategies, namely finding the main ideas, scanning for specific details, identifying the correct referent to a pronoun, making inferences, and figuring out the meaning of new

vocabulary in context. These five reading constructs were equally distributed across four passages in the test. The reading comprehension constructs were purposely selected since they well served the course objectives and the purpose of the present investigation. In addition, they frequently appeared to be concentrated in explicit reading comprehension strategy instructions in ELT textbooks, such as Reading Explorer Foundations (Chase et al., 2015) and Read the World (Rattanasak et al., 2017), which have been employed for the course in order to enhance students' reading comprehension ability. Based on the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020), Reading Explorer Foundations (CEFR: A2) and Read the World (CEFR: A2-B1) are appropriate for the explicit teaching of reading comprehension strategies with learners at both the beginner and intermediate levels. As regards a proper level of readability of the passages, the test involved four reading passages drawn from the full edition of the textbook, Reading Explorer Foundations (Chase et al., 2015). To ensure the validity of the test, the 40 test items were validated by three experienced ELT professors.

Data Collection Procedure

Each participant read and signed a consent form prior to participation. They were then instructed to complete a questionnaire in order to provide their demographic data. To answer research questions 1 and 2, a pre-/post-test design was employed to observe the effects of blended language learning with the Internet-based reading resources on Thai EFL learners' reading comprehension ability. The pre- and post-test were administered to both groups in the same weeks, i.e., the first week and 16th week of the course. The students were instructed to complete the 40 multiple-choice reading comprehension questions within 120 minutes.

Data Analysis

Data from the questionnaire were analyzed quantitatively using mean (M) and standard deviation (SD). An independent-samples t-test was performed in R (version 3.4.0; R Core Team, 2017) in order to observe the effects of the current blended learning model between the experimental and control groups based on their ability to use reading comprehension strategies in the pre- and post-test.

ผลและอภิปรายผลการดำเนินงาน

(อธิบายผลที่เกิดจากการดำเนินกิจกรรม ที่เกิดผลกระทบที่เป็นประโยชน์หรือสร้างคุณค่า เกิดนวัตกรรมใหม่/สามารถแก้ปัญหา หรือพัฒนาระบบงานเดิมอย่างไร จากการดำเนินกิจกรรมจัดการความรู้ รวมถึงอธิบายถึงปัจจัยที่ทำให้เกิดผลสำเร็จ ปัญหา อุปสรรคและแนวทางแก้ไขของการดำเนินกิจกรรมจัดการความรู้)

This study has attempted to examine the reading ability of Thai EFL learners using the Internet-based reading resources to increase learner-to-learner interactions during online discussion in a blended language learning environment. The overall results showed that the incorporation of students' self-selected, authentic the Internet-based reading articles helped establish rich learner-to-learner interaction through reading and discussion activities in the online mode of the proposed blended learning model. Based on the present findings, online discussion provided students with venues and opportunities not only to utilize their reading strategies learned from the face-to-face mode more frequently but also to learn to read more effectively as they made the utmost effort to respond to their peers' questions and comments. This is where the interplay between the Internet-based reading resources and learner-to-learner plays a crucial role in enhancing learners' reading ability in a second language. The implementation of blended language learning with the Internet-based reading materials and activities could enhance Thai EFL learners' reading comprehension ability, especially in scanning for specific details. Hence, integrating the Internet-based resources and online reading and discussion activities into the online elements of this blended learning course enabled Thai EFL learners to engage with the reading materials and interact more with their peers and teacher by using English as a medium in their discussions. The present findings demonstrate that the increased amount of exposure and interactions could be considered contributing factors to the learners' successful mastery of reading comprehension strategies. The study provides evidence that the experimental group, who self-selected online articles to read and discuss on a social network platform, performed significantly better than the control group. The study concludes that a blended learning environment with the use of Internet-based reading resources could serve to provide a dynamic learning environment to foster EFL learners' reading comprehension.

ปัญหา/อุปสรรคและแนวทางแก้ไข ผลกระทบที่เป็นประโยชน์หรือสร้างคุณค่า

Limitations and recommendations

Some research limitations, which future research may take into consideration have been acknowledged. Firstly, the participants were from one single study discipline recruited from one institution, and the sample size was relatively small. Consequently, generalizability of the results to other contexts may be limited. In addition, factors concerning individual differences in terms of English proficiency levels, attitude towards, and motivation in learning English may be considered to provide stronger evidence to confirm the efficiency of blended learning in EFL reading in future research. While this research specifically focused on learner-learner and learner-content interactions, it would be useful for future research to incorporate and examine the role of learner-technology interaction in blended learning within the context of learning to read in second language education (Su et al., 2005). Furthermore, ELT practitioners may want to take into consideration, e.g., different approaches to EFL reading, types of selected technology, and e-learning platforms, for greater generalizability—which warrants further investigation in various ELT contexts. Considering these factors could better strengthen the process of teaching and learning in a blended learning environment.

Pedagogical implications

Based on the current findings, three pedagogical implications were emphasized; firstly, teachers can adopt a blended language learning environment to promote good English reading habits more extensively online among EFL students. This can be beneficial especially for EFL courses with low or mixed English proficiency levels. This approach can also help increase students' on-task time in terms of reading with less pressure as some students who lack background knowledge pertaining to the topics discussed can spend more time reading at their own pace of learning. Secondly, with the addition of the Internet technology and social networking services, teachers can manage time more effectively while increasing learners' engagement in the process of learning to improve their reading comprehension ability. Finally, interactive online activities during group discussion can serve well to promote collaborative learning where online learner-to-learner interactions provide greater opportunities for students to engage with the learning materials and online elements in blended learning in an authentic manner (McCarthy, 2016).

The findings indicated some feasibility of reading comprehension enhancement among Thai EFL learners in a blended language learning environment. While humanistic face-to-face learning sessions are important, a completely online course could pose certain obstacles to learning English among learners. Therefore, it is recommended that a good balance of the relative proportions of face-to-face and online instruction in the blended language learning environment be adopted to strengthen the processes of learning with dynamic resources available online.

The contributions of this study are:

- Examining the effects of a blended learning environment with Internet-based reading resources on Thai EFL undergraduate students' reading comprehension ability.
- Focusing on five reading comprehension strategies: finding the main ideas, scanning for specific details, identifying the correct referent to a pronoun, making inferences, and figuring out the meaning of new vocabulary in context.
- Providing evidence that the experimental group, who self-selected online articles to read and discuss on a social network platform, performed significantly better than the control group.
- Highlighting the importance of a dynamic learning environment that fosters learner-to-learner interactions and provides opportunities for learners to practice and master necessary reading strategies and skills.

สรุป

(สรุป และอธิบายให้เห็นความสำเร็จของการดำเนินกิจกรรมจัดการความรู้ จนได้แนวปฏิบัติที่ดีเพื่อนำไปใช้ประโยชน์ ในการพัฒนาตนเอง กระบวนการทำงานในการปฏิบัติงานในองค์กร รวมทั้งเสนอแนะแนวทางการทำงานในขั้นต่อไปหรือความท้าทายในการดำเนินกิจกรรมอนาคตได้อย่างไร)

The study aimed to improve Thai EFL learners' reading ability by incorporating Internet-based reading resources into a blended learning environment. The incorporation of self-selected, authentic reading articles helped establish rich learner-to-learner interaction through reading and discussion activities in the online mode of the proposed blended learning model. The learners' ability to read more effectively increased as they made the utmost effort to respond to their peers' questions and comments.

Success of this research project:

- Incorporating Internet-based resources and online reading and discussion activities enhanced Thai EFL learners' reading comprehension ability, particularly in scanning for specific details.
- The learners engaged with the reading materials and interacted more with their peers and teacher by using English as a medium in their discussions.
- The increased amount of exposure and interactions were contributing factors to the learners' successful mastery of reading comprehension strategies.

Teaching guide obtained from this research project to improve teaching practices:

- Encourage the use of authentic Internet-based reading materials in language learning to increase learner engagement.
- Promote learner-to-learner interaction through reading and discussion activities to develop learners' reading comprehension strategies.
- Use online discussion platforms to provide opportunities for learners to practice their reading strategies in a more effective way.

Suggestions for future challenges of this work:

- Explore the impact of blended learning on other language skills, such as writing and speaking.
- Investigate the potential benefits and challenges of using authentic reading materials in language learning.
- Consider the effectiveness of online discussion platforms in promoting learner-to-learner interaction and improving learners' reading ability in different cultural and linguistic contexts.

บรรณานุกรม

(รวบรวมรายการเอกสารทั้งหมดที่ผู้เขียนได้ใช้อ้างอิงในการเขียนผลงานการจัดการความรู้)

Rattanasak, S. (2023). The interplay between the Internet-based reading resources and learner-to-learner interactions in blended language learning. *Online Journal of Communication and Media Technologies*, 13(2), e202321. <https://doi.org/10.30935/ojcmt/13050>

เอกสารประกอบผลงาน

(เช่น เล่มผลงาน, คู่มือ, แนวปฏิบัติ, แผ่นพับ, ภาพถ่าย, VDO, อื่น ๆ)

บทความวิจัย

Rattanasak, S. (2023). The interplay between the Internet-based reading resources and learner-to-learner interactions in blended language learning. *Online Journal of Communication and Media Technologies*, 13(2), e202321. <https://doi.org/10.30935/ojcmt/13050>

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หมายเหตุ

1. การจัดทำบทความนำเสนอแนวปฏิบัติที่ดี

1.1 ขนาดกระดาษ A4 ไม่เกิน 10 หน้า

1.2 กั้นหน้าซ้าย 1.5” กั้นหลังขวา 1.25” ขอบกระดาษบน และล่าง 1.25”

1.3 การพิมพ์ใช้ตัวอักษร “TH SarabunPSK” Font Size 16 ตัวอักษรปกติ หัวข้อใหญ่ Font Size 18 ตัวอักษรหนา

2. หลักเกณฑ์การส่งผลงานเข้าร่วมประกวด

2.1 เป็นบทความนำเสนอแนวปฏิบัติที่ดีที่เกิดจากการจัดกิจกรรมการจัดการความรู้ในองค์กรที่ดำเนินการเพื่อพัฒนาตนเอง และพัฒนาการปฏิบัติงานในองค์กร

2.2 สามารถเป็นกิจกรรมที่ใช้เครื่องมือการจัดการความรู้ (KM TOOLS) มาใช้ในกิจกรรม

2.3 สามารถอธิบายถึงการนำผลของกิจกรรมไปปรับใช้หรือสามารถอธิบายแนวทางการนำผลการดำเนินงานไปใช้ประโยชน์ในการพัฒนางานและพัฒนาทักษะของตนเอง

3. นำเสนอบทความและแลกเปลี่ยนเรียนรู้ ในรูปแบบ PowerPoint หรือ Word ระยะเวลา 10 นาที ทั้งนี้กำหนดการนำเสนอจะแจ้งให้ทราบภายหลัง